**Chapter 9**

**Classroom Contexts for Cognitive Growth**

**Multiple Choice Questions**

1. Prior knowledge affects the way we process information in

a. sensory memory

b. short term memory

c. long term memory

d. all of the above

2. Learning is a “constructive” process because what we know affects how we

a. perceive incoming information

b. organize incoming information

c. interpret incoming information

d. all of the above

3. In constructivist-oriented classrooms, students are typically taught to

a. use mnemonic strategies to increase their ability to memorize

b. recognize the ways teachers organize information and make it their own

c. plan and direct their learning to the greatest extent possible

d. all of these are typical of constructivist classrooms

**4. The zone of proximal development involves a child’s interaction with problems s/he**

**a. can eventually solve by herself**

**b. cannot solve even with help**

**c. can solve easily**

**d. cannot solve alone, but can solve with help**

**5. Constructivist learning approaches strongly emphasize**

**a. rote memorization**

**b. using algorithms for problem solving**

**c. learner contributions to learning**

**d. functional fixedness in problem solving**

**6. Which of the following instructional approaches is LEAST likely to be used by**

**constructivist-oriented teachers?**

**a. presenting well-organized lectures**

**b. using cooperative learning strategies and projects**

**c. assessing student misconceptions**

**d. assisting students in expressing their ideas**

**7. Of the following methods of assessment, which is LEAST likely to be favored by**

**constructivist-oriented teachers?**

**a. group projects**

**b. oral presentations**

**c. individual papers**

**d. objective examinations**

**8. An important element in scaffolded strategy instruction is Vygotsky's idea of the zone of proximal development. Which of the following is the best description of the ZPD?**

**a. the exact level at which a child learns something new**

**b. the difference between the level of difficulty a child can cope with**

**independently and with a more advanced learner's help**

**c. the stage a child is at with respect to Piaget's 4-stage theory**

**d. the difference between the age of a child when a skill first develops versus the expected age**

**9. Of the kinds of constructivism proposed by Moshman (1982), which most involves a mental reconstruction of external reality?**

**a. exogenous constructivism**

**b. endogenous constructivism**

**c. dialectical constructivism**

**d. none of the above relate to external reality**

**10. The concepts of schemata, network models, and production systems fit most closely with**

**a. exogenous constructivism**

**b. endogenous constructivism**

**c. dialectical constructivism**

**d. each of the above emphasize these concepts equally**

**11. A major difference between endogenous and dialectical constructivism is the latter’s emphasis on**

**a. the role of the social environment in learning**

**b. a stagewise portrayal of cognitive development**

**c. abstraction of new structures from old ones**

**d. a mechanistic world view**

**12. A child has become frustrated in trying to tie her shoes, but is soon successful through her parent’s timely hints and patient coaching. The parent can be said to be working**

**a. as an apprentice in thinking**

**b. as an exogenous constructivist**

**c. in the zone of proximal development**

**d. through reflection on reflection-in-action**

**13. Dialectical constructivism is unique in that it**

**a. integrates internal and external factors**

**b. incorporates the idea of mental structures**

**c. sees mental structures as reflecting the organization of the world**

**d. draws on the worldview of mechanism**

**14. Schön’s concept of reflection-in-action refers to a kind of**

**a. practice opportunity**

**b. metacognition**

**c. extrinsic motivation**

**d. instructional scaffolding**

**15. An endogenous view of constructivism is most clearly represented by**

**a. Piaget**

**b. Schön**

**c. Rogoff**

**d. Vygotsky**

**16. The IRE pattern of classroom discourse is of interest because it represents**

**a. the ideal pattern for productive discussion of a topic**

**b. one of the best patterns for illustrating dialectic constructivist teaching**

**c. a pattern of backward coherence giving meaning to individual utterances**

**d. the default pattern for classroom exchanges between teachers and students**

**17. The reason Calfee uses the term “disciplined discussions” to refer to discussions that resemble conversations but focus productively on an instructional topic is that they**

**a. demonstrate discourse coherence**

**b. have an open participation structure**

**c. show an IRE discourse pattern**

**d. involve systematic hypothesis testing**

**18. The term "classroom discourse" ordinarily is used to refer to**

**a. written documents produced in classrooms**

**b. the oral exchanges taking place in classrooms**

**c. a reflective approach involving journaling about classroom experiences**

**d. none of the above are examples of classroom discourse**

**19. Constructivist approaches to teaching generally would emphasize the importance of**

**a. teachers as primary sources of information**

**b. multiple practice opportunities so that automaticity can be attained**

**c. metacognitive processes for judging and organizing information**

**d. none of the above are constructivist approaches**

**20. Leont’ev, a colleague of Vygotsky, suggested the term \_\_\_?\_\_\_ to refer to the process of learners internalizing cultural knowledge from social interactions.**

**a. appropriation**

**b. instructional scaffolding**

**c. apprenticeships**

**d. reflection-in-action**

**21. Which of the following external processes affect inner speech and strategy use?**

**a. peer tutoring**

**b. student collaborations**

**c. scaffolding**

**d. all of the above**

**22. According to the chapter, effective learning is a:**

**a. non-productive process**

**b. constructive process**

**c. deconstructive process**

**d. reproductive process**

**23. “Authentic learning” can be described as instruction that focuses on:**

**a. everyday information**

**b. how knowledge and skills will be used outside the classroom.**

**c. earning directly form the teacher and textbook**

**d. all of the above**

**24. Constructivist learning is:**

**a. teacher driven**

**b. student driven**

**c. peer driven**

**d. textbook driven**

**25. Endogenous constructivism is most effective for:**

**a. novice learners**

**b. emerging learners**

**c. skilled, knowledgeable learners**

**d. all of the above**